

# **Discussion of the Work Related to Teaching English Learners**

## **Committee on Accreditation**

### **October 2011**

#### **Overview of this Report**

This report provides an overview of the work of the English Learner Authorizations Advisory Panel.

#### **Background**

Since March 2011, the Commission's English Learner Authorizations Advisory Panel has been meeting to discuss ways to improve the manner in which educators are prepared to provide high quality and effective instruction for all English learners. This work has been broad in scope and covers nearly all credential areas. Two agenda items on this topic were prepared for the October 2011 Commission meeting. These two items are included (Appendix A and Appendix B) with this agenda item for members of the COA. The first is a general update on the work of the English Learner Authorizations Advisory Panel. The second agenda item includes: 1) the proposed revised authorization structure for EL Authorizations, 2) information about the proposed new Single Subject Credential in World Languages: English Language Development; and 3) an overview of modifications and updates to a variety of existing credential areas (e.g. multiple and single subjects, administrative services, pupil personnel services) to improve instruction and educational services provided to EL students.

Staff working with the English Learner Authorizations Advisory Panel will be available at the COA meeting to discuss the proposed changes and their implications and to answer any questions members of the COA may have, particularly as these changes relate to the accreditation of programs.

#### **Next Steps**

Commission staff will continue to keep the COA apprised of developments related to English Learner Authorizations as they occur.

---

# 3F

## Information

### *Professional Services Committee*

#### **Update on the Work of the English Learner Authorizations Advisory Panel**

---

**Executive Summary:** This agenda item provides an update on the work of the English Learner Authorizations Advisory Panel.

**Recommended Action:** For information only

**Presenters:** Phyllis Jacobson, Paula Jacobs, and Claudia Lockwood, Consultants, Professional Services Division

#### **Strategic Plan Goal: 1**

#### **Promote educational excellence through the preparation and certification of professional educators**

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs

October 2011



---

## **Update on the Work of the English Learner Authorizations Advisory Panel**

---

### **Introduction**

This agenda item provides an update on the work of the English Learner (EL) Authorizations Advisory Panel. This item was originally on the agenda for the August 2011 meeting but was postponed to the October 2011 meeting. The text of the item has been updated to include information from the August and the September 2011 Advisory Panel meetings.

### **Background**

In February 2008, a stakeholder meeting was held to discuss the current credentialing system as it relates to preparation to teach students who are English Learners. This discussion led to the development of an agenda item presented to the Commission at its April 2008 meeting. Following discussion, the Commission directed staff to convene an advisory panel to consider the range of EL authorizations and the preparation of individuals to teach ELs, and make recommendations to the Commission as appropriate to meeting the needs of English Learners (<http://www.ctc.ca.gov/commission/agendas/2008-04/2008-04-2E.pdf>). Commission direction to staff included asking the panel to look at the possibility of establishing a new single subject credential in the teaching of English as a New Language in addition to reviewing both EL teacher preparation and authorizations. In September-October 2010, the Commission adopted eight recommendations from the 2009 English Learner Authorizations Advisory Panel and directed staff to proceed with the work as outlined in Appendix C, Original Proposed Sequence of Work (2009) and Current Status (2011). (<http://www.ctc.ca.gov/commission/agendas/2010-09/2010-09-2E.pdf>).

### **Membership of the English Learner Authorizations Advisory Panel (2011)**

To begin implementation of the 'Proposed Sequence of Work', a new EL Authorizations Advisory Panel (Appendix A) was formed. In November 2010, members of the original 2009 EL Advisory Panel who wished to continue on the panel were invited to return. Between December and February 2011, Commission staff advertised, received and reviewed applications to complete the membership of the advisory panel. All applications were reviewed for extensive experience providing educational services to English learner students, or preparing educators of EL students. In addition, the selection of panel members took into consideration factors such as geographic representation, distribution of experiences across elementary and secondary education, credentials held, and expertise with standards development and/or implementation. Pursuant to the Commission's policy manual, the Executive Director appointed members of the advisory panel and notifications were sent to each panel member in February 2011. The membership of the 2011 EL Authorizations Advisory Panel is presented in Appendix A; the list also identifies those members who participated on the prior 2009 EL Advisory Panel.

### **Update on the work of the English Learner Authorizations Advisory Panel**

The charge to the 2011 EL Authorizations Advisory Panel is presented in Appendix B. The charge was developed based on the Proposed Sequence of Work approved by the Commission in 2010 (Appendix C). Appendix C also provides the current status of the panel's work. A web page (<http://www.ctc.ca.gov/educator-prep/ELA-panel.html>) was established for the panel to share agendas and information relevant to their work. All the research articles and public documents read and discussed by the panel are listed here as well as agendas from each meeting.

To date the panel has held five two-day meetings, in March, April, June, August and September 2011. The panel's initial task was to review and update the set of Knowledge Skills and Abilities (KSAs) underlying the current California Teacher of English Learners (CTEL) examination and program standards. In order to prepare for the initial meeting, panel members were asked to review the current set of CTEL KSAs and to note where they felt the content should be updated or revised. These CTEL domains represent the current foundational set of competencies for a credentialed teacher to earn an EL authorization to provide English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE).

During the first meeting (March 2011), panel members discussed their recommended edits and modifications to update the CTEL KSAs based on current information and recent research. Also informing this work were related sets of standards such as the California Subject Examinations for Teachers (CSET) World Language Subject Matter Requirements (SMRs), the National Standards for Teachers of English as a Second Language and the National Board standards for teachers of English as a New Language.

At its second meeting (April 2011), the panel finalized the draft KSAs for the CTEL Examination. The panel then heard an overview presentation about the credentialing process, the Learning to Teach Continuum from subject matter preparation through teacher preparation and induction, the role of standards, and the role of examinations owned by the Commission. This presentation helped prepare the panel for its next major task of addressing the new World Language single subject credential for English Language Development (ELD).

At the beginning of its discussions regarding the new single subject credential area within World Languages, the panel had not yet discussed what the name for this credential should be. A number of potential names had been used in panel documents as well as in prior agenda items, such as "English as a New Language (ENL)," English as a World Language (EWL)," and "World Language: English Language Development." As time and panel work have progressed, the panel has come to consistently use the name "World Language: English Language Development (ELD)" for the new single subject credential. That term is used throughout the remainder of this agenda item. Some of the older terms may still appear in historical documents associated with the panel such as Appendix B, where the original charge to the panel as approved by the Commission is presented, and Appendix C, where the original scope of work for the panel is provided along with an update on the current status of the panel's work.

The work involved in developing this new content area within the World Language single subject credential includes identifying the set of subject matter knowledge, skills and abilities that a credential holder should have prior to entering teacher preparation. The panel began

drafting potential domains and subdomains for the new World Language: ELD Subject Matter Requirements (SMRs), with the specific competency statements for each subdomain to be provided for their future discussion and revision.

Prior to the June 2011 meeting, staff provided additional clarification on the relationship of SMRs (content) to teacher preparation (pedagogy). Staff populated the panel-reviewed subdomains with subject matter competency statements from relevant sets of standards and provided them to panel members for initial review in a secure web environment. Panel members were asked to provide preliminary feedback to maximize the panel's discussion time in June.

During the third meeting (June 2011), panelists reviewed draft SMRs for the new Single Subject World Language: ELD credential including proposed domains, subdomains and SMR competency statements. As part of the panel's deliberations, members identified SMRs that seemed to be more appropriate for pedagogy addressed in teacher preparation or more applicable to an advanced level of knowledge appropriate for an EL Instructional Leadership Specialist Credential. The panel suggestions were recorded and held for future panel work relative to those authorizations.

Between the June and August meetings, a secure WebEx meeting was facilitated by Pearson staff to allow panel members to review the recommended changes to the Single Subject World Language: ELD credential draft SMRs made at the June meeting. This process facilitated the panel's reaching final consensus at the August 2011 meeting so that the SMRs could proceed to bias review and content validation.

During the panel's fourth meeting, in August 2011, the panel:

- a) finalized the draft SMRs for the new ELD credential following input received from the Bias Review Committee;
- b) discussed the test structure for the new CSET examination in World Language: English Language Development;
- c) developed Preconditions for new single subject matter programs in World Language: ELD;
- d) made suggested modifications, revisions, and/or updates to the current Multiple and Single Subject Teacher Preparation Standards;
- e) developed a new Teacher Preparation Standard 8B (n) to accommodate the new World Language: ELD single subject content area; and
- f) worked on a draft of the panel's introduction to the new ELD Subject Matter Program Standards Handbook for potential program sponsors.

The panel's fifth meeting, in September 2011, was devoted to developing draft program standards for the new English Learner Instructional Leadership Specialist Credential and to finalizing recommended modifications, revisions, and/or updates to the current Induction, Clear Credential, Education Specialist, Administrative Services, and Pupil Personnel Services Program Standards.

**Table 1: Overview of English Learner Authorizations Advisory Panel Work**

Work Related to Preparation for Working with English Learners	What the Panel Did	Agenda Items		Notes
		Information	Action	
Authorizations Structure for Serving English Learners	Developed a revised Authorizations Structure with respect to the English Language Development authorization	October 2011	November 2011	Approval would start the Title 5 regulations process for the ELD authorization statement for Multiple and Single Subject teachers and Education Specialists
New Single Subject content area within the World Language Credential for English Language Development	<ul style="list-style-type: none"> <li>• Developed Subject Matter Requirements for a new CSET Single Subject World Language: ELD examination</li> <li>• Developed Subject Matter Preconditions and Program Standards for the program route to meeting subject matter competence</li> <li>• Developed the test structure for the new CSET Single Subject World Language: ELD examination</li> </ul>	November 2011  November 2011  December 2011	December 2011  December 2011  January 2012	Once SMRS are adopted, work would begin on development of the new CSET: World Language: ELD examination; potential program sponsors would be notified of the new program standards
Review of English Learner-related content of all Educator Preparation Standards:	Recommended updates/modifications to current standards to better prepare credential holders to work with English Learners <ul style="list-style-type: none"> <li>• Multiple/Single Subject (including a new Single Subject Standard 8B (n) and TPE1 to reflect the content area of ELD)</li> <li>• Education Specialist</li> <li>• Induction/Clear</li> <li>• Administrative Services</li> <li>• Pupil Personnel Services</li> <li>• CTET Knowledge, Skills and Abilities (KSAs)</li> </ul>	November 2011		Further action dependent on Commission discussion and direction
English Learner Instructional Leadership Specialist Credential	Developed Preconditions and Program Standards for a new English Learner Instructional Leadership Specialist Credential	March 2012	April 2012	Action by the Commission would start the Title 5 regulations process for the new EL Specialist Credential

Table 1 summarizes the panel's work as it relates to preparation to teach and/or work with English Learners and indicates when each aspect of the panel's work will be presented to the Commission in future agenda items.

**Upcoming Panel work:** There is one scheduled panel meeting remaining in October 2011. At that meeting the panel will review the results from the Content Validation Study of the World Language: ELD draft Subject Matter Requirements, finalize the draft program standards for the new English Learner Instructional Leadership Specialist Credential, and conclude work on any remaining items from the panel's original charge.

Following this meeting, staff will conduct a field review of the draft English Learner Instructional Leadership Specialist Credential program standards to assure that these standards reflect the range of appropriate knowledge, skills, and abilities needed by an English Learner Instructional Leadership Specialist.

The panel will need one additional meeting, likely in March or April 2012, in order to review the results from the field review of the new English Learner Instructional Leadership Specialist Credential standards and finalize the draft of these standards for presentation to the Commission for consideration and possible adoption.



## Appendix A

### English Learner Authorizations Advisory Panel (2011)

<b>Panel Members</b>	<b>Affiliation</b>
1. Marianna Vinson	<b>ACSA</b> – San Jacinto Unified School District
2. Magaly Lavadenz*	<b>AICCU</b> – Loyola Marymount University
3. Maggie Beddow	<b>CATESOL</b> – CSU Sacramento
4. Pansy Ceballos*	<b>CCSESA</b> – Tulare County Office of Education
5. Myron Berkman*	<b>CFT</b> – Berkeley High School
6. Jose Moreno	<b>CSBA</b> – Anaheim City School District
7. Zulmara Cline*	<b>CSU</b> – CSU Chancellor's Office
8. Blanca Anderson	<b>CTA</b> – Red Bluff Union Elementary School District
9. Cheryl Forbes*	<b>UC</b> – UC San Diego
10. Carol Anderson-Woo*	Tracy Joint Unified School District
11. George Bunch	UC Santa Cruz
12. Shirley Day*	Poway Unified School District
13. Patty Dineen-Wehn	Sonoma County Office of Education
14. Janet Eyring	CSU Fullerton
15. Elizabeth Fralicks	Fresno Unified School District
16. Barbara Hernandez*	Orange Unified School District
17. Sharon Lazo-Nakamoto*	Long Beach Unified School District
18. Grace Lee*	Chino Valley Unified School District
19. Edwin Lim	Bonita Vista HS/Sweetwater Unified School District
20. Anthony J. Martinez*	Antelope Valley UHSD
21. Devra Miller	San Mateo Union High School District
22. Nicole Naditz *	San Juan Unified School District
23. Magdalena Ruz Gonzalez	Los Angeles County Office of Education
24. Duarte M. Silva*	Stanford University
25. Linda Ventriglia-Navarrette*	National University

*\* indicates returning panel member from the 2009 English Learner Authorizations Advisory Panel*

<b>Liaisons to the Panel</b>	<b>Affiliation</b>
1. Irene Oropeza-Enriquez*	Commission on Teacher Credentialing
2. Dianna Gutierrez	California Department of Education

<b>Commission Staff to the Panel</b>	<b>Division</b>
1. Lourdes Aguirre	Certification, Assignment and Waivers
2. Paula Jacobs	Professional Services
3. Phyllis Jacobson	Professional Services
4. Claudia Lockwood	Professional Services
5. Roxann Purdue	Certification, Assignment and Waivers

## **Appendix B**

### **Charge to the English Learner Authorizations Advisory Panel (2011)**

The English Learner Authorizations Advisory Panel is charged with the following with respect to:

#### **English Learner Authorization for Current Credential Holders (CTEL/CLAD)**

- Review the current exam specifications based on current research of ELD and SDAIE instruction of English learners; focus on preparation in the areas of “academic language” and “academic literacy.” Use this information to inform the tasks identified below.

#### **Teaching Credentials**

- Identify appropriate content for new subject matter program standards and exam specifications for a new single subject credential in English language development (ELD) for English Learners.
- Identify language addressing content specific pedagogy for the new Single Subject: World Language- English Language Development credential: Program Standard 8B and the Content Specific Pedagogy TPE 1.
- Review the current teacher preparation and teacher induction standards relating to the preparation of teachers to provide ELD and/or SDAIE instruction to English learners and make recommendations for revision and/or updating of current program standards for teaching credentials authorizing ELD and/or SDAIE
  - Multiple Subject and Education Specialist Standards and Teacher Induction Standards (ELD and SDAIE)
  - Single Subject and Designated Subjects Standards (SDAIE only)

#### **Services Credentials**

- Review the standards and make recommendations for revision and/or updating to assure that the content provided within the appropriate preparation program reflects current research and addresses issues in the field regarding English learners, including but not limited to the following:

##### **Preliminary Administrative**

- management of EL instructional programs to facilitate student learning,
- assessment and accountability,
- curriculum and instruction for academic language and academic literacy,
- implementation of EL program instructional models, and
- issues and concerns of EL student placement and course scheduling.

##### **Pupil Personnel Services**

- assessment of English learners,
- academic language and academic literacy,
- EL program instructional models, and
- issues and concerns of EL student placement and course scheduling.

The recommendations related to the Services preparation programs will be provided to the appropriate advisory panel for consideration as the standards are reviewed and updated.

**Specialist Credential**

- Identify appropriate content and develop draft program standards for a specialist teaching credential in English Learner Education.

## Appendix C

### Original Proposed Sequence of Work (2009) and Current Status (2011)

Area of Work (Panel Recommendation)	Review and/or Revisions Needed	Previously-Scheduled Time Frame	Current Status of Work
CLAD/CTEL Program Standards and Examination  (Recommendation 2)	<ul style="list-style-type: none"> <li>• Review preparation standards with respect to sufficiency of preparation for ELD instruction of EL students</li> <li>• If necessary, based on the results of the review, revise the CLAD program standards and the CTET examination KSAs and retain for possible revision and/or addition with respect to preparation for ELD instruction of EL students</li> </ul>	2015-2016	<b>Completed</b> CTEL KSAs have been revised and updated
Single Subject English as a World Language/English Language Development Credential  (Recommendation 8)	<ul style="list-style-type: none"> <li>• Review current California preparation standards: 2042, CTET, World Language</li> <li>• Review other professional standards for similar areas: TESOL, National Board Standards</li> <li>• Develop new standards</li> <li>• Develop new CSET examination</li> </ul>	N/A	<b>In Progress</b> Draft ELD Subject Matter Requirements (SMRs) are currently undergoing content validation
Teacher Preparation Standards:  Multiple Subject and Ed Specialist and Clear/Induction Standards (Recommendation 1)	<ul style="list-style-type: none"> <li>• Review current preparation standards with respect to emphasizing effective ELD and content area instruction (SDAIE) for EL students</li> <li>• Emphasize literacy preparation to meet linguistic needs of EL students with respect to ELD Amplify the standards to include SDAIE strategies including how to teach the academic language and linguistic structures reflected within the academic content standards.</li> </ul>	2012-2013 (General Education)  2018-2019 (Education Specialist)	<b>Completed</b> Draft recommendations developed in August 2011 and finalized in September 2011
Teacher Preparation Standards:	<ul style="list-style-type: none"> <li>• Review preparation standards with respect to emphasizing effective content area instruction for EL students including sufficient ELD to support the effective implementation of</li> </ul>	2012-2013 (General	<b>Completed</b> Draft recommendations developed in August

Area of Work (Panel Recommendation)	Review and/or Revisions Needed	Previously-Scheduled Time Frame	Current Status of Work
Single Subject (Recommendation 2)	SDAIE. • Amplify the standards to include SDAIE strategies in each specific content area including how to teach the academic language and linguistic structures reflected within the academic content standards.	Education)	2011 and finalized in September 2011
Teacher Preparation Standards: Designated Subjects (Recommendation 1)	• Amplify the standards to include SDAIE strategies in each specific content area including how to teach the academic language and linguistic structures reflected within the academic content standards.	2019-2020 (Designated Subjects)	<b>Completed</b> September 2011
Change terminology to “World Languages (Recommendation 7)	• Review CTC usage of “LOTE” and “Foreign Language” terminology for appropriate terminology changes and mechanisms (includes PSD, CAW, and Exams usages)	N/A	<b>In Progress</b> Documents are beginning to transition to using the new terminology
Preliminary Administrative Services Credential Program Standards (Recommendation 3)	• Review preparation with respect to research and current best practices in the area of effective ELD and content area instruction for EL students to enable candidates to be effective instructional leaders for all teachers and students • Provide more preparation and emphasis with respect to instructional models and program models for EL students, including issues such as SDAIE strategies; academic language and literacy; the role of the primary language, culture and community; EL student placement and course scheduling; consistency of EL instructional program for students across grades; and management of instructional programs for ELs to facilitate student learning	2011-2012	<b>Completed</b> September 2011
Pupil Personnel Preparation Standards (Recommendation 4)	• Provide more preparation and emphasis with respect to instructional models and program models for EL students, including issues such as EL student placement and course scheduling; the role of the primary language, culture and	2011-2012	<b>Completed</b> September 2011

Area of Work (Panel Recommendation)	Review and/or Revisions Needed	Previously-Scheduled Time Frame	Current Status of Work
	community; and the consistency of EL instructional program placements for students across grades to facilitate student learning		
English Learner Instructional Leadership Specialist Credential (Recommendation 6)	<ul style="list-style-type: none"> <li>• No current standards</li> <li>• New standards to be developed would parallel the structure of other specialist program standards</li> </ul>	N/A	<b>In progress</b> Work began at the September 2011 Panel Meeting

---

# 3G

## Information

### *Professional Services Committee*

#### **Review of the English Learner Authorizations Structure**

---

**Executive Summary:** This agenda item reviews the current English Learner authorizations structure and proposes a revised authorizations structure for the Commission's consideration. In addition, the English Learner Authorizations Advisory Panel proposes a recommendation to the Commission concerning the authorization for the new Single Subject Credential in World Language: English Language Development and provides information relative to Panel-recommended updates/modifications to current educator preparation program standards.

**Recommended Action:** For information only

**Presenters:** Phyllis Jacobson, Paula Jacobs, and Claudia Lockwood, Consultants, Professional Services Division





---

# Review of the English Learner Authorizations Structure

---

## Introduction

This agenda item reviews the current English Learner authorizations structure along with the structure adopted in October 2010, and proposes a slight revision for the Commission's consideration. In addition, in Part II of the item, the English Learner Authorizations Advisory Panel proposes a recommendation to the Commission concerning the authorization for the new Single Subject Credential in World Language: English Language Development. Part III of the item presents information concerning Panel-recommended updates/modifications to current educator preparation program standards.

## Background

In February 2008, an initial stakeholder meeting was held to discuss the current credentialing system as it relates to preparation to teach English Learner (EL) students. Subsequently the Commission established the 2009 English Learner Authorizations Advisory Panel, which met during 2009-10. The Panel made several recommendations to the Commission concerning suggested improvements in the preparation of educators to work with English Learners which were adopted in September-October 2010 (<http://www.ctc.ca.gov/commission/agendas/2010-09/2010-09-2E.pdf>).

One of the recommendations put forward by the 2009 panel concerned the English Language Development (ELD) authorization that currently is earned by individuals completing a Preliminary multiple, single subject, or Education Specialist teacher preparation program. The panel concluded that the preparation provided to teacher candidates through SB 2042 teacher preparation programs was not sufficient to support an authorization to teach ELD as a separate content area for either multiple subject or single subject candidates. However, following Commission discussion and input from stakeholders, the Commission took action to adopt the recommendation to remove the ELD authorization only for single subject candidates, and to retain the full ELD authorization for multiple subject candidates (<http://www.ctc.ca.gov/commission/agendas/2010-09/2010-09-2E.pdf>; and <http://www.ctc.ca.gov/commission/agendas/2010-09/2010-09-minutes.pdf>)

Following further discussions and deliberations with the 2011 English Learner Authorizations Advisory Panel (Appendix A), which was formed to work on implementation of the recommendations adopted by the Commission, staff believes it is appropriate to raise the issue again concerning the ELD recommendation for both multiple subject and single subject candidates, and to revisit the English Learner Authorizations Structure adopted by the Commission in 2010. The 2011 Advisory Panel also requests that the Commission consider its recommendation for the proposed authorization scope of the new Single Subject World Language: English Language Development credential.

## **Statutory Requirements for Preparation to Teach English Learners**

AB 1059 (Chap. 711, Stats of 1999) required the Commission to ensure that an accredited program of preparation satisfies standards for preparing teachers of all pupils including English language learners. The standards were developed based upon an independent job analysis of the Knowledge, Skills, and Abilities (KSAs) needed by all teachers for developing English language skills and took into account existing standards and test specifications for the CLAD Certificate. An examination route to fulfill the requirements of essential preparation to teach EL students was required. As of 7/1/2003, the law prohibits the Commission from issuing a preliminary teaching credential unless the standards and requirements established by the bill have been met or the teacher holds an authorization to serve English learners.

Education Code (EC) § 44253.1 provides the legislative declaration that for EL students to have access to quality education, their special needs must be met by teachers who have essential skills and knowledge related to English Language Development (ELD). EC § 44253.2 defines ELD instruction as follows: "'Instruction for English Language Development' means instruction designed specifically for limited-English-proficient pupils to develop their listening, speaking, reading, and writing skills in English."

EC § 44253.3 (a) states that the Commission shall issue an authorization for a teacher to provide instruction for ELD and also for Specially Designed Academic Instruction in English (SDAIE) "in the subjects and at the levels authorized by the teacher's prerequisite credential."

EC § 44253.3 (b) indicates that the minimum requirements may be met at the same time as initial preparation. EC § 44253.9 states that the Commission shall promulgate regulations to clarify and make specific the requirements and authorization of credentials, certificates and permits established pursuant to the article. Title 5 § 80015.2 (b) provides the authorization for both the CLAD Certificate and the English Learner authorization earned through completion of a teacher preparation program.

## **Part I: Discussion of Preparation and Authorization to Teach English Learners Embedded in SB 2042 Teacher Preparation Programs**

At the time the SB 2042 (Chap. 548, Stats. of 1998) teacher preparation program standards were being developed, the Advisory Panel appointed by the Commission sought to embed the preparation to teach English learners into the teacher preparation curriculum in order to meet the statutory requirement that the minimum requirements for earning the EL authorization would be met at the same time as initial preparation. A significant factor in the degree to which programs are able to embed preparation to teach English Learners into the required coursework and fieldwork, however, is the statutory one-year limit for preliminary teacher preparation. Preparation to teach English Learners is only one of many statutory and programmatic requirements that the preparation program must satisfy within the one-year "unit cap."

The current SB 2042-earned EL authorization permits a candidate to teach both Specially Designed Academic Instruction within the content area of the prerequisite credential and English Language Development in self-contained settings, core settings and departmentalized settings. The current SDAIE authorization is restricted in statute to the "subjects and the levels authorized by the teacher's prerequisite credential." However, the current SB 2042 ELD authorization permits a teacher to teach ELD outside of the content area of the prerequisite credential and in

instructional settings that may be different from those authorized in the prerequisite credential; for example, an EL-authorized SB 2042-prepared multiple subject teacher could appropriately be assigned to teach a departmentalized ELD class at the high school level.

This situation has resulted in some unintended consequences that have implications for the academic success of English Learner students. First, there is the issue of appropriate and sufficient preparation within SB 2042 programs to support the full ELD authorization for both multiple and single subject teachers. For multiple subject teachers, the SB 2042 preparation focuses to a significant degree on issues of language and literacy development, and multiple subject candidates have to pass the RICA examination, which concentrates specifically on content relating to literacy development for all students. This emphasis on literacy preparation at the elementary levels was one of the primary rationales the Commission did not accept the 2009 Advisory Panel's recommendation to eliminate the full ELD authorization for multiple subject candidates. However, although it may be reasonable to authorize a multiple subject teacher to teach ELD within self-contained classrooms, it is less justifiable for a multiple subject teacher to be authorized to teach a departmentalized ELD class at the high school level, as is the case with the current authorization structure. At the high school level, issues of language, literacy, and academic achievement across the curriculum relative to a wide range of English Learners, from newcomer students with varying degrees of prior literacy and educational backgrounds to long-term English Learners who have been in the U.S. educational system for their entire educational careers, are significantly different and more complex than at the elementary level for which these teachers have been prepared.

For single subject teachers, the Advisory Panel was also unanimous in its determination that SB 2042 preparation is not adequate to support teaching ELD in a departmentalized setting. Single Subject teachers receive less training in basic literacy and reading skills, and they do not have to take and pass the RICA. There is a significant amount of complex content relating how to teach the English aural, oral, reading, and writing literacy skills needed by a wide range of English learners across the curriculum, as required by the ELD authorization, that Single Subject teachers do not receive in their preliminary teacher preparation. It is not reasonable to expect, for example, a teacher of Chemistry to also master the content needed to teach ELD in a departmentalized setting to the wide range of English Learners described above in addition to the knowledge, skills, and abilities needed to teach his/her prerequisite content area of Chemistry. Single Subject candidates are more likely to report that they feel less prepared or unprepared to meet the needs of the wide range of English Learners in their classrooms, and their lack of strategies to meet the needs of this group of students is seen in their lesson plans and in their responses to the Teaching Performance Assessment with respect to adaptations for English Learners. Finally, it is not clear that legislative intent was for the ELD authorization to be as broad in scope for both multiple and single subject teachers as was implemented in the SB 2042 authorization statements.

### **Proposed Revised English Learner Authorizations Structure**

The 2009 recommendation adopted by the Commission would remove the full ELD authorization from single subject candidates and retain it for multiple subject candidates. The table below shows the current English Learner Authorizations structure and the revised structure adopted by the Commission in 2010.

### Revised English Learner Authorizations Structure Adopted in 2010

Credential	Applicable Standards/Content	EL Authorization	
		Current	Revised
Multiple Subject	SB 2042 Multiple and Single Subject Teacher Preparation Standards (2001, rev. 2009)	SDAIE ELD	SDAIE ELD
Single Subject	SB 2042 Multiple and Single Subject Teacher Preparation Standards (2001, rev. 2009)	SDAIE ELD	SDAIE
Education Specialist	Education Specialist Preparation Standards (2009)	SDAIE ELD	SDAIE ELD
Designated Subjects	Career Technical Education and Adult Education Preparation Standards	SDAIE	SDAIE
CLAD (CTEL Program or exam)	CTEL (CLAD) program standards/examination content specifications (2005)	SDAIE ELD	SDAIE ELD
<i>Single Subject English as a World Language/English Language Development</i>	<i>New standards developed by the 2011 EL Authorizations Advisory Panel</i>	<i>N/A</i>	<i>SDAIE ELD</i>
<i>English Learner Specialist/Instructional Leader</i>	<i>New standards to be developed by the 2011 EL Authorizations Advisory Panel modeled on other specialist program standards</i>	<i>NA</i>	<i>SDAIE ELD</i>

*Italic indicate proposed credentials and authorizations*

The 2011 EL Advisory Panel believes the 2010 revision may be too severe with respect to single subject candidates and too encompassing with respect to multiple subject candidates by continuing to authorize the instructional settings of departmentalized ELD for these candidates. The Panel discussed the previously-adopted revised Authorization Structure (2010) at length and recommends a slight modification for the Commission's consideration. This modification would be to retain the ELD authorization for Single Subject teachers as well as for Multiple Subject teachers, but to restrict the ELD authorization for both Multiple and Single Subject teachers to the content area(s) of the underlying basic credential. Thus, Single Subject teachers of Chemistry, for example, would be authorized to provide ELD instruction with respect to the content area of Chemistry, but would not be authorized to provide ELD instruction in a departmentalized setting. Multiple subject teachers would be authorized to provide ELD instruction in self-contained and core settings authorized by the prerequisite credential but not in a departmentalized setting.

A supporting rationale for this revised recommendation may be found in current statute and in expressed legislative intent. Since the authorization to provide SDAIE services is clearly tied in statute to the teacher's underlying prerequisite credential, it would be consistent with legislative intent and with the mission of meeting the needs of all of California's diverse students that the ELD authorization provided through SB 2042 teacher preparation programs also be tied to the teacher's underlying prerequisite credential. If the Commission were to adopt the modified

revised scope for the ELD authorization, the English Learner Authorizations Structure would look like this:

<b>EL Authorization Route</b>	<b>Proposed Scope of the EL Authorization</b>
SB 2042 Multiple Subject preparation program	<i>SDAIE and ELD in self-contained and core settings</i>
SB 2042 Single Subject preparation program	<i>SDAIE and ELD within the content area(s) authorized on the credential</i>
Education Specialist with AB 1059 authorization	<i>SDAIE and ELD in self-contained or departmentalized settings for special education students with disabilities authorized by their credential and authorizations</i>
CLAD Certificate (Multiple Subject, Single Subject, and Education Specialist)	SDAIE and ELD in self-contained or departmentalized settings in grades Pre-K-12 and for adults
<i>Single Subject World Language: English Language Development Credential</i>	<i>SDAIE and ELD in departmentalized settings</i>

*Italics= proposed*

The proposed EL authorizations structure would then be consistent with the scope of preparation to teach English Learners provided within SB 2042 teacher preparation programs. SB 2042-prepared multiple subject teachers would be authorized to provide SDAIE and ELD in their self-contained classrooms. SB 2042-prepared single subject teachers would be authorized to provide SDAIE and ELD in their specific content areas to English Learners.

Consistent with long-standing Commission policy, if the Commission adopts the proposed revised English Learner Authorizations Structure, all current holders of a valid California credential and those earning a California credential authorizing English Learner services until the cutoff transition date established by the Commission would retain their English Learner authorization for as long as they hold their valid California credential.

In departmentalized settings, there would still be a considerable pool of teachers eligible to provide unrestricted ELD services. This pool would include but not be limited to teachers with a SB 2042 multiple or single subject credential or with an Education Specialist credential that carries an EL authorization earned prior to the transition cutoff date, holders of a CLAD Certificate earned through a program or through the CTEL examination, and teachers with the new Single Subject World Language: ELD Credential.

### **Next Steps Relative to the EL Authorizations Structure for Teacher Preparation**

Based on Commission discussion, staff could prepare an action items for a future meeting. If, at a future meeting, the Commission adopts the proposed revised English Learner Authorizations Structure for Multiple, Single Subject and Education Specialist teaching credentials, staff would begin the process of amending the applicable Title 5 regulations.

## **Part II: Proposed Authorization Scope for the Single Subject Credential in World Language: English Language Development (ELD)**

As part of its work to implement the recommendations adopted by the Commission, the 2011 English Learner Authorizations Advisory Panel considered the issue of what the new Single Subject World Language: ELD credential should authorize an individual to teach. In many secondary schools, English Language Development is housed within the English department and these courses may qualify for purposes of meeting graduation requirements and/or for meeting university A-G requirements. In other secondary schools, however, these courses may be housed within the World Language department and these courses may also qualify for graduation credit and/or for meeting university A-G requirements. However, in accordance with California's NCLB compliance plan, teachers of core curriculum classes must be "highly qualified." The federal definition of a Highly Qualified Teacher (HQT) is threefold: teachers must hold at least a bachelors degree, be appropriately licensed by the state, and demonstrate subject matter competency. Thus, the teacher of English Language Development whose course carries English credit must be highly qualified in English; the teacher of English Language Development whose course carries World Language credit must be highly qualified in World Languages.

Because of this situation where the same course might qualify for credit within two different academic departments, and in order to allow maximum flexibility to employers as well as credential holders for employment and assignment purposes, the Panel has developed Subject Matter Requirements (SMRs) that would be sufficient and appropriate for teaching ELD within the World Language department as well as both ELD and English within the English department. Therefore, the Panel recommends to the Commission that the new Single Subject World Language: ELD credential should authorize the holder to do all of the following: (1) teach departmentalized ELD as a World Language (2) teach English as a departmentalized subject area; and (3) provide ELD and SDAIE instruction in the content areas of any additional teaching credentials or authorizations held. The Single Subject credential would carry the dual subject area authorizations of English and ELD as a World Language, with the intent that the holder of this credential would meet Elementary and Secondary Education Act (ESEA) highly qualified teacher subject matter competency requirements for both English and World Language. The ESEA requires all teachers of core academic subjects to demonstrate ESEA teacher quality compliance.

### **Next Steps Relative to the Authorization for the New Single Subject World Language: ELD Credential**

Based on Commission discussion, staff could prepare an action items for a future meeting. If at a future meeting, the Commission adopts the recommendation of the English Learner Authorizations Advisory Panel concerning the authorization scope of the new Single Subject World Language: ELD credential, staff will continue to incorporate all of the proposed SMRs which address regular Single Subject English along with ELD into the new CSET World Language: ELD subject matter examination and within the subject matter program standards for Single Subject World Language: ELD preparation programs. The SMRs for the new CSET World Language: ELD subject matter examination are scheduled to be presented to the Commission later in 2011.

### **Part III: Panel-Recommended Updates/Modifications to Current Educator Preparation Program Standards**

As indicated in update on the Panel's work plan provided in Agenda Item 3F, the panel has now finalized suggested revisions and/or updates to the array of educator preparation standards, including but not limited to the Multiple and Single Subject Preliminary Teacher Preparation Program Standards, the General Education Induction and Clear Credential Program Standards, and the Education Specialist Program Standards, and the set of California Teachers of English Learners (CTEL) Knowledge, Skills, and Abilities (KSAs).

The purpose of reviewing these all program standards was to assure that each set of standards represent current research and thinking in the field. Some of the standards may contain outdated concepts and research, and some may not include the full range of content appropriate to prepare an educator of English Learners. It is vital that the Commission's standards represent the most current principles and practices in each credential area in order to assure that California's educators can effectively meet the needs of English Learners. However, even with the proposed updates and/or modification to the Multiple and Single Subject Preliminary Program Standards and the Education Specialist Program Standards, the Panel affirms that this preparation is not sufficient to authorize departmentalized ELD for holders of these credentials following the transition cutoff date to the new EL authorizations structure.

Pursuant to Commission direction, the original plan had been to forward the EL Panel's suggested revisions and updates for all of these standards to the new Teacher Preparation Advisory Panel (TAP), which is tasked with looking across all of the program standards through the lens of the Learning to Teach Continuum. However, the work of the new TAP Panel has been delayed in starting until January 2012, and its work will continue throughout 2012, with recommendations being made to the Commission in 2013. Given this situation, it is likely that no change in preparation to teach English Learners would occur in educator preparation programs until at least the 2014 school year at minimum.

The EL Panel strongly feels that preparation to teach English Learners is a critical need area that should not wait an additional minimum of three-four years to be improved. The following potential options are presented for Commission discussion and staff direction:

- The Commission could choose to maintain the current plan of forwarding the EL Advisory Panel's recommended standards changes to the TAP Panel and waiting for the TAP Panel recommendations to be brought back to the Commission.
- The Commission could choose to review the EL Advisory Panel's suggested standards revisions and updates and adopt revisions/updates for implementation by preparation programs independent of the work of the TAP Panel. Within this scenario, programs would respond to the revised/updated standards when they next submit documents for Program Assessment within the Commission's seven year accreditation cycle, and the CTET examination would undergo updating.
- The Commission could choose to review the EL Advisory Panel's suggested standards revisions but take no action at this time beyond asking all teacher preparation programs to review the language and consider it as best practice until the TAP panel completes its work.

### **Next Steps Relative to Teacher Preparation Standards Updates/Modifications**

Staff seeks direction as to which option, if any, presented above for moving forward with the draft revisions to the Teaching Credential Program Standards the Commission would like staff to pursue.

### **Conclusion**

After the Commission discusses the topics raised in this agenda item, staff seeks direction on each of the three parts of the agenda item. Once the Commission has provided direction, staff will continue the working with the EL Advisory Panel to ensure that all educators are prepared to work with English Learners.

Part I: English Learner Authorizations Structure for Teacher Preparation: Should staff move forward with an action item on the proposed scope of the English Learner Authorizations Structure as presented on page 5 of this item?

Part II: Authorization for the New Single Subject World Language: Should the new Single Subject World language: ELD content area authorize teaching the content areas of both English and World Language?

Part III: Teacher Preparation Standards Updates/Modifications: How should staff move forward with the proposed updates/modifications to the teacher preparation program standards addressing the preparation of individuals to teach English Learners?



## Appendix A

### English Learner Authorizations Advisory Panel (2011)

<b>Panel Members</b>	<b>Affiliation</b>
1. Marianna Vinson	<b>ACSA</b> – San Jacinto Unified School District
2. Magaly Lavadenz*	<b>AICCU</b> – Loyola Marymount University
3. Maggie Beddow	<b>CATESOL</b> – CSU Sacramento
4. Pansy Ceballos*	<b>CCSESA</b> – Tulare County Office of Education
5. Myron Berkman*	<b>CFT</b> – Berkeley High School
6. Jose Moreno	<b>CSBA</b> – Anaheim City School District
7. Zulmara Cline*	<b>CSU</b> – CSU Chancellor's Office
8. Blanca Anderson	<b>CTA</b> – Red Bluff Union Elementary School District
9. Cheryl Forbes*	<b>UC</b> – UC San Diego
10. Carol Anderson-Woo*	Tracy Joint Unified School District
11. George Bunch	UC Santa Cruz
12. Shirley Day*	Poway Unified School District
13. Patty Dineen-Wehn	Sonoma County Office of Education
14. Janet Eyring	CSU Fullerton
15. Elizabeth Fralicks	Fresno Unified School District
16. Barbara Hernandez*	Orange Unified School District
17. Sharon Lazo-Nakamoto*	Long Beach Unified School District
18. Grace Lee*	Chino Valley Unified School District
19. Edwin Lim	Bonita Vista HS/Sweetwater Unified School District
20. Anthony J. Martinez*	Antelope Valley UHSD
21. Devra Miller	San Mateo Union High School District
22. Nicole Naditz *	San Juan Unified School District
23. Magdalena Ruz Gonzalez	Los Angeles County Office of Education
24. Duarte M. Silva*	Stanford University
25. Linda Ventriglia-Navarrette*	National University

*\* indicates returning panel member from the 2009 English Learner Authorizations Advisory Panel*

<b>Liaisons to the Panel</b>	<b>Affiliation</b>
1. Irene Oropeza-Enriquez*	Commission on Teacher Credentialing
2. Dianna Gutierrez	California Department of Education

<b>Commission Staff to the Panel</b>	<b>Division</b>
1. Lourdes Aguirre	Certification, Assignment and Waivers
2. Paula Jacobs	Professional Services
3. Phyllis Jacobson	Professional Services
4. Claudia Lockwood	Professional Services
5. Roxann Purdue	Certification, Assignment and Waivers